DOCUMENT RESUME

ED 099 602 CE 002 697

TITLE	Getting It All Together; The 1974 Annual Evaluation of Vocational Education in Nebraska.
INSTITUTION	Nebraska State Advisory Council for Vocational Education, Lincoln.
PUB DATE	Sep 74
NOTE	18p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Annual Reports; *Career Education; Educational Development; Post Secondary Education; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS	*Nebraska

ABSTRACT

The Fifth Annual Evaluation of Vocational Education in Nebraska, prepared by the Nebraska Advisory Council for Vocational Education for the Period July 1, 1973, through June 30, 1974, reviews progress and makes recommendations in the areas of four State priorities and three major goals: (1) State goals and priorities, (2) serving people and their needs, and (3) the extent to which previous recommendations have received due consideration. The first section considers a concept of career education; existing facilities and services in meeting vocational education needs; limiting factors to the growth of vocational education; vocational education and the Comprehensive Employment and Training Act of 1973; and the responsibilities of secondary and postsecondary vocational education. The second section presents vocational student activities; local vocational education advisory committees; priorities for development of professional personnel for vocational education; serving the disadvantaged; and placement of vocational education program completions. The third section discusses action taken on previous Council recommendations and notes areas where significant accomplishments were recorded. Data on vocational education teachers, placement, employment, and enrollment status are presented in four tables. An 11-item bibliography and appendixes on vocational education enrollments and total expenditures conclude the report. (NH)

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GETTING IT ALL TOGETHER

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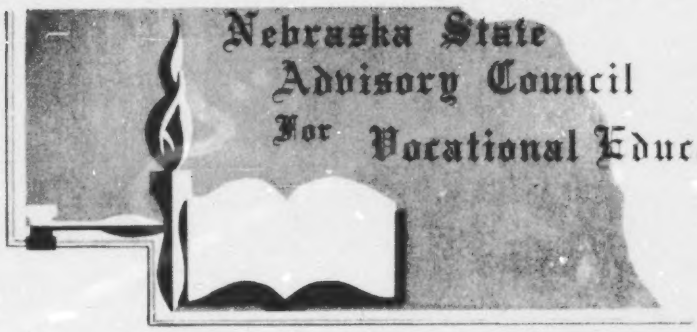
5th ANNUAL REPORT BY
THE NEBRASKA ADVISORY
COUNCIL FOR
VOCATIONAL
EDUCATION

THE 1974 ANNUAL EVALUATION
OF VOCATIONAL EDUCATION
IN NEBRASKA

SEPTEMBER 1974

CE002697

PURSUANT TO:
VOCATIONAL EDUCATION AMENDMENTS
OF 1968 PL 90-576



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September 6, 1974

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Mrs. Marilyn Fowler, President
Nebraska State Board for
Vocational Education
233 South 10th Street
Lincoln, Nebraska 68508

Dear Mrs. Fowler:

The Nebraska Advisory Council for Vocational Education is pleased to submit its Fifth Annual Evaluation of Vocational Education. This report is the product of the Nebraska Council's evaluative study for the period July 1, 1973, through June 30, 1974, in compliance with Section 102.23 of the Rules and Regulations of P.L. 90-576.

This report is submitted through the Nebraska State Board for Vocational Education to the U.S. Commissioner of Education. Courtesy copies are sent to the Regional Office and the National Advisory Council on Vocational Education. The State Board is invited to submit its comments to this report as deemed appropriate.

The recommendations of this report have been carefully developed after conscientious, indepth study and analysis. The Council sincerely believes that implementation of the recommendations will result in increased educational opportunity in employability for the people of Nebraska.

Respectfully,

Virginia A. Vieregg

Virginia A. Vieregg
Chairman

IN MEMORIAM

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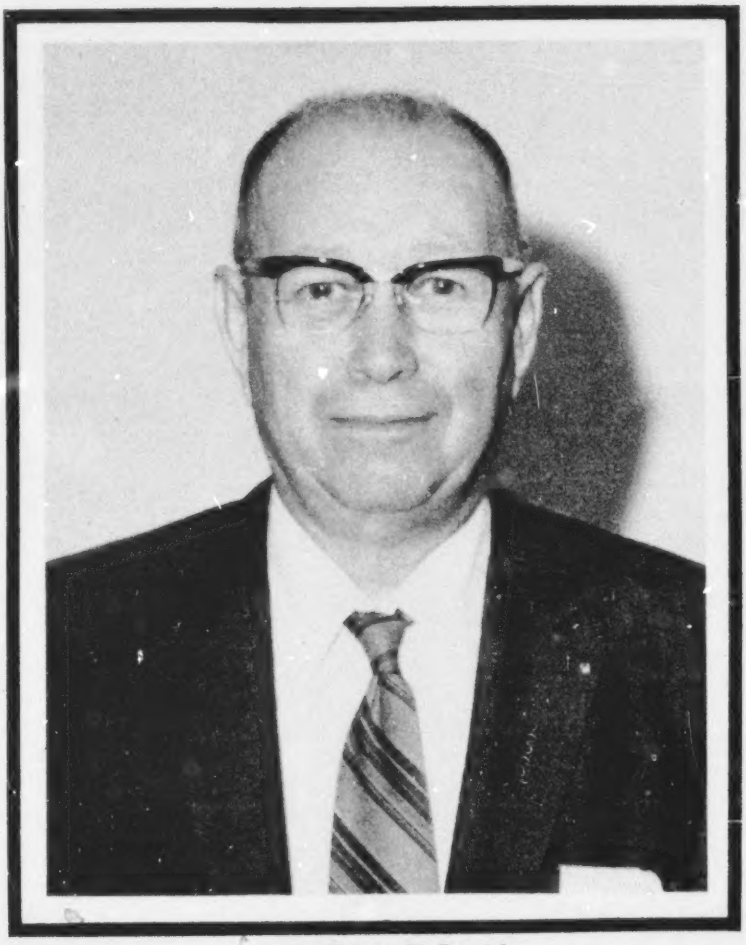

Dr. Edwin H. Parrish

The events of the past year regretfully brought the death of one of the Nebraska Council's most loved and respected members. Dr. Edwin H. Parrish was stricken only a few hours after attending a regular Council meeting on May 8, 1974. He was in flight to Tulsa, Oklahoma, with a study committee from the Omaha Public Schools and succumbed to an acute heart seizure.

The Nebraska Advisory Council for Vocational Education has suffered an immeasurable loss with Dr. Parrish's death. His unique background identified him as one of the few people in the state who had experience in the administration of vocational education programs at the secondary, postsecondary, and state levels.

Dr. Parrish had served on the Nebraska Advisory Council for Vocational Education since it was established by the State Board for Vocation Education in January of 1969. In spite of his demanding schedule, he seldom missed a Council meeting. His dedication to enhancing the worth and dignity of an individual through preparation for employment was a lasting philosophy which he imparted to the Council.

It is to the honor and memory of Dr. Edwin H. Parrish that the Nebraska Advisory Council for Vocational Education respectfully dedicates this publication.

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SUMMARY

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The *1974 Evaluation Report on Vocational Education in Nebraska* is the fifth evaluative study conducted by the Nebraska Advisory Council. As in the past, it was not the Council's objective to repeat every issue that has been considered in each report. Items in the 1974 report are those which are the top priorities for vocational education.

Each topic is preceded by supportive data, documentation, and discussion rationale. The Council's recommendations appear in bold type and are shaded for additional emphasis.

This report is divided into three major goals, as suggested by the *Resource Book for State Advisory Councils.* (3) In Goal I, the Council designated Career Education as state priority No. 1 and called for coordination of guidance and counseling, preparation of teachers, and supervisory activities. The Council has recommended that career education should receive incentive funding from State and Federal levels to encourage implementation by local educational agencies. Career education should be included in the criteria for evaluation and accreditation of schools. The scope of teacher education agencies in the state needs to be broadened to provide career education concepts and competencies for all prospective teachers. The Council recommends a series of drive-in conferences with a three-pronged approach to familiarize teachers, administrators, and teacher educators with the concept of career education.

The Council advises, in view of the enrollment growth and increased demand for facilities, that existing facilities in the immediate area be given consideration by vocational education planners. Facilities, especially at the postsecondary level, are a limiting factor; and there are possible alternatives, many of which are state owned.

A concern has developed since plans to provide state aid for education are accompanied by restrictions on the budget of local schools. The net result could be an imposed restriction upon the growth of vocational education.

The Council has recommended that the State Board take a positive stand, relative to using the five percent set aside Comprehensive Employment and Training Act (CETA) funds. The State Board needs to work closely with the state's prime sponsors to derive the maximum in educational services from the allocation.

Articulation within the levels of vocational education is a recommendation that the Council has made previously. The Council is hopeful that educational voids and duplication of effort will be held to a minimum. The best way to assure educational continuity is through communication at all levels which should be supportive of each other.

In Goal II, the Council advocates continued growth and development of Nebraska's vocational student activities. The support and acceptance of all vocational teachers and vocational teacher educators is needed to provide the opportunity of vocational student activitities to all students. The Council has praised many educational benefits that are best imparted to students through participation in vocational student activities.

Establishment and utilization of local vocational advisory committees was assigned as state priority No. 4 in this evaluation report. Local vocational advisory committee activity in Nebraska was cited as needing much stimulation in previous reports. This year the Council advocates the development of a procedural handbook for attaining effective management and utilization of local advisory committees. A suggestion was also made to recognize schools with effective local vocational advisory committees in the state's reimbursement formula.

Effective utilization of vocational teachers was cited as one way to alleviate the adverse effects of the shortage of vocational teachers. Time utilization studies over a period of years show that a high percentage of vocational teachers are utilized only part-time in their primary area of specialization. The Council recommends a statewide recruitment of prospective vocational teachers with special emphasis on the disadvantaged groups. This item was designated as state priority No. 3.

The Council designated serving the disadvantaged as the second state priority as many schools are still not providing alternatives for those who cannot benefit from conventional instruction. Enrollment gains have been significant in serving both the handicapped and disadvantaged, but there are still many schools without programs. The Council suggests that local schools need state level leadership and assistance in identifying and meeting the needs of disadvantaged students.

The section on placement of vocational program completions marks the first time this topic has been studied as related data have been very limited previously. Further follow-up studies were advocated which would differentiate between placement and employment.

Goal III of this report is somewhat longer than in previous years since there have been more accomplishments. The Council is gratified with the extent to which many of the previous recommendations have been accepted. Many agencies have been involved in the accomplishments which all contribute to an effective delivery system for vocational education in Nebraska.

GOAL I: STATE GOALS AND PRIORITIES

PREFACE

Do equal opportunities exist for job preparation in Nebraska?

Since its organization in 1969 the Nebraska Advisory Council for Vocational Education has been concerned with the quality of educational opportunity as it pertains to the preparation of all Nebraskans for employment.

More recently, the Council has endorsed and promoted the philosophy that all course offerings in schools are career oriented and, as such, should be related to career education concepts. The Council subscribes to the concept of the late Dr. Edwin Parrish of Omaha that career education should answer not only to employment needs of the community but should also answer each individual's quest to develop his abilities and talents as fully as possible.

The Council has continued to promote the idea that every student should be provided with an equal opportunity to explore and develop to the maximum of his capacity those skills that would lead to success in the world of work and at the same time to participate in those academic courses that would enhance his opportunities. The increasing number of students enrolling in vocational offerings as well as the increased number of vocational offerings are evidence that the Council's point of view is gaining increased support. These facts cause the Council to raise several concerns, including:

1. Establishing parameters for guiding the implementation of career education as the umbrella concept for the educational systems of our state;
2. Providing the coordinating research necessary to determine the types and number of career offerings, as well as the supportive courses, desirable in the schools of this state;
3. Providing the local communities with information needed to assure quality of educational opportunity;
4. Providing the in-service training for current staff members in Nebraska schools so that they will have a thorough understanding of the philosophy of career education;

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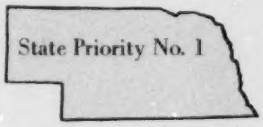
5. Working with teacher education institutions to provide counseling to prospective educators which might encourage them to become teachers of vocational education; and
6. Providing instructional opportunity through the public education system in all occupations showing a demand.

Many of the recommendations made by the Council in previous reports (4) (5) (6) (7) have been concerned with the basic question of providing the opportunity for vocational education. The Council has kept an accurate measure on the progress each year. Employers have said in previous council studies (5) (6) (7) that persons with vocational preparation are considerably more valuable to them as employees than those without. The Council believes that to be true and now needs to know the extent to which such preparation is being denied because of restrictions.



1. A CONCEPT OF CAREER EDUCATION

There has been considerable progress in understanding and accepting Career Education since Dr. Sidney Marland introduced the concept in January of 1971. (2) Progress in Nebraska has been built on a sound basis with voluntary acceptance.

The Council believes that the career education concept will continue to gain in popularity and acceptance as career education provides the salient features demanded by proponents of educational reform. In fact, the Council foresees a shortage of career education expertise and resource persons to fulfill the needs of local schools in providing leadership for implementing the career education concept.

In the interest of implementing the career education concept in Nebraska schools, the Council makes the following recommendations:

(1) CAREER EDUCATION HAS EMERGED TO THE POINT WHERE IT CUTS ACROSS ALL OF EDUCATION. SINCE IT IS MUCH BROADER THAN VOCATIONAL EDUCATION, IT SHOULD BE SPECIFICALLY FUNDED AS CAREER EDUCATION AND NOT PIGGYBACKED UPON OTHER EDUCATIONAL APPROPRIATIONS.

(2) IN THE INTEREST OF MORE SPECIFICALLY SERVING THE EDUCATIONAL AND OCCUPATIONAL NEEDS OF ALL STUDENTS, THE STATE SHOULD DEVELOP A LONG-RANGE STRATEGY FOR INFUSING CAREER EDUCATION INTO THE EDUCATIONAL CURRICULUM TO THE END THAT EVERY STUDENT WHO LEAVES SCHOOL IS PREPARED EITHER TO ENTER EMPLOYMENT OR TO UNDERTAKE ADDITIONAL EDUCATION AT THE POSTSECONDARY LEVEL.

(3) THE COUNCIL BELIEVES THAT CAREER EDUCATION SHOULD BE DESIGNATED AS AN EDUCATIONAL PRIORITY OF THE STATE AND SHOULD RECEIVE INCENTIVE FUNDING FROM BOTH STATE AND FEDERAL LEVELS TO ENCOURAGE IMPLEMENTATION BY LOCAL EDUCATIONAL AGENCIES.

(4) LOCAL EDUCATIONAL AGENCIES SHOULD BE ENCOURAGED TO EMPLOY THEIR TEACHERS AND ADMINISTRATORS ON AN EXTENDED CONTRACT DURING THE SUMMER MONTHS TO INTEGRATE CURRICULAR PROGRAMS WITH THE CAREER EDUCATION CONCEPT.

(5) THE CRITERIA FOR LOCAL SCHOOL EVALUATION AND ACCREDITATION USED BY THE STATE BOARD FOR VOCATIONAL EDUCATION SHOULD BE REVISED TO INCLUDE ELEMENTS OF CAREER EDUCATION.

(6) THE COUNCIL REAFFIRMS ITS PREVIOUS RECOMMENDATION (7) THAT THERE SHOULD BE ADEQUATE STAFF AT THE STATE LEVEL TO PROVIDE THE LEADERSHIP AND ASSISTANCE TO LOCAL SCHOOLS FOR IMPLEMENTING CAREER EDUCATION PROGRAMS.

(7) IT IS IMPERATIVE THAT ALL TEACHER EDUCATION PROGRAMS BE BROADENED TO PROVIDE THE CAREER EDUCATION CONCEPTS AND COMPETENCIES FOR PROSPECTIVE TEACHERS.

(8) IN ORDER TO IMPLEMENT THE CAREER EDUCATION CONCEPT IN NEBRASKA, THE COUNCIL SUGGESTS A THREE-PRONGED APPROACH FOCUSED TOWARD LOCAL TEACHERS, ADMINISTRATORS, AND TEACHER EDUCATORS. THE COUNCIL BELIEVES THAT A THRUST OF THIS MAGNITUDE SHOULD INVOLVE ALL SEGMENTS OF THE STATE DEPARTMENT OF EDUCATION IN WORKSHOPS, SEMINARS, AND REGIONAL DRIVE-IN CONFERENCES. IT IS IMPORTANT THAT A SELECT LEADERSHIP CADRE BE DIRECTLY INVOLVED FROM TARGET GROUPS SO THAT THE CAREER EDUCATION CONCEPT MAY BE IMPLEMENTED IN EACH LOCAL EDUCATIONAL SYSTEM.

The Council believes it appropriate to establish parameters for guiding the implementation of career education as it becomes a prominent concept of our educational system. It should be kept in mind that career education is a response to a demand to make our educational system more responsive to the needs of people both during their formal education and after its termination.

The Council views career education as a composite of all learning experiences that prepare people to develop their human potential. Vocational education is an important segment of career education, involving those aspects which contribute to the preparation of the individual for the world of work.

The Council believes that the high rate of early school leavers, "drop outs," can be appreciably reduced by restructuring the educational offering to be more meaningful to all individuals. The Council recommends the following governing principles to guide schools in implementing the concepts of career education:

(1) THERE MUST BE A VERY STRONG LINKAGE OF VOCATIONAL EDUCATORS, GUIDANCE COUNSELORS, AND SCHOOL ADMINISTRATORS TO PRESENT A COMPATIBLE AND UNIFIED APPROACH.

(2) THE SCHOOL ADMINISTRATOR MUST BELIEVE IN CAREER EDUCATION AND BE WILLING TO SELL IT TO HIS BOARD OF EDUCATION IF THE PROGRAM IS TO BE VIABLE.

(3) THE ROLE OF THE TOTAL TEACHING STAFF MUST BE CLEARLY DEFINED. IT IS THE RESPONSIBILITY OF THE GUIDANCE COUNSELOR TO ASSIST STUDENTS IN IDENTIFYING THOSE COURSES THAT BEST MEET THEIR NEEDS, BOTH EDUCATIONALLY AND OCCUPATIONALLY.

(4) CAREER EDUCATION, WHEN IMPLEMENTED IN SERVING THE INTERESTS AND NEEDS OF THE SOCIETY, SHOULD:

a. ASSIST STUDENTS IN DEVELOPING THOSE SKILLS, ATTITUDES, AND INTERESTS VITAL TO ACHIEVING THE FULL LIFE;
b. TEACH THAT THERE IS DIGNITY IN WORK AND THE CONTRIBUTION THAT EACH JOB MAKES TO THE WELL BEING OF OUR SOCIETY; AND
c. DEVELOP A CLEARER UNDERSTANDING OF THE PART THAT EDUCATION PLAYS IN HELPING INDIVIDUALS REACH THEIR FULL POTENTIAL.

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CAREER EDUCATION COMMITMENT

Whereas, Education in the United States should be recognized for its consistent educational accomplishments and its response to public demand; and

Whereas, Education should be encouraged to strive for continuing reform in the ways it prepares persons to assume adult roles in society, according to the various ways the individuals best learn; and

Whereas, Career Education is a rational, logical, and timely vehicle of reform for Education; and

Whereas, Career Education encompasses the entire educational community and requires the philosophical and financial support of all involved in education.

Now, Therefore, Be It Resolved, That Career Education be a major thrust of Nebraska's total educational effort, involving all subject areas of education, and

Be It Further Resolved, That all financial resources for education involving local, state, and national levels be utilized in implementing Career Education in Nebraska.

Adopted June 26, 1974 — Nebraska Advisory Council for Vocational Education

2. CONSIDERATION OF EXISTING FACILITIES AND SERVICES IN MEETING VOCATIONAL EDUCATION NEEDS

In developing a statewide delivery system for providing vocational education for all persons who can benefit from the instruction, there must be further coordination of all resources within the state. There has been much activity in the past few years to design programs to meet specific occupational needs. With the developments of the two previous sessions of the Nebraska Legislature, the entire geographic area of the state is now divided into six postsecondary technical community college areas. Within each area there are state owned facilities which should be included in the planning and instructional process.

To be specific, facilities owned and operated by the State of Nebraska include: the State Extension Service, the University of Nebraska, and other state agencies in each of the Technical Community College Areas. There are proprietary and private vocational facilities which should certainly be considered in the overall planning to meet specific vocational objectives. It is true that in order to utilize other facilities, a use agreement would have to be developed between the agencies involved.

THE NEBRASKA ADVISORY COUNCIL FOR VOCATIONAL EDUCATION RECOMMENDS THAT AS NEW PROGRAMS ARE CONCEIVED AND DESIGNED TO MEET SPECIFIC VOCATIONAL NEEDS FOR THE PEOPLE OF NEBRASKA WHICH REQUIRE ADDITIONAL FACILITIES, LAND, EQUIPMENT, SPACE, STAFF, ETC., THAT AN ASSESSMENT BE MADE WITHIN THE IMMEDIATE SERVICE AREA FOR APPROPRIATE FACILITIES THAT MAY ALREADY BE AVAILABLE. THIS RECOMMENDATION COULD APPLY TO ALL LEVELS OF VOCATIONAL EDUCATION AND SHOULD CERTAINLY INCLUDE THE STATE OWNED AS WELL AS THE PRIVATELY OWNED FACILITIES OR SERVICES WHICH CAN BE UTILIZED ON A CONTRACTUAL BASIS.

3. LIMITING FACTORS TO THE GROWTH OF VOCATIONAL EDUCATION

The Council has been specifically concerned with those factors which tend to restrict the growth of vocational education in the state. The Council supports the three-way partnership of federal, state, and local levels of leadership, administration, and financial support for vocational education. The Council believes such an arrangement is conducive to designing programs which meet the needs of students to be served.

During the 1974 session of the Nebraska Legislature, a law was passed which raises serious concerns about the compatibility of the federal, state, and local partnership as it has functioned. Specifically, the concern centers around present and proposed legislative efforts to control local school spending. (9)

The Council believes legislative directives such as the following seriously jeopardize the autonomy of the local school district: "During the 1974-77 period, no school district shall introduce any program which has not previously existed in the district, except upon unanimous vote of the school board or board of education or a majority vote of the electors of the district voting on the proposition at a general or special school election."

Of special concern is the fact that vocational programs are more expensive to implement than traditional academic programs because of the extra costs for tools, equipment, machines, etc.

Secondary vocational education programs experienced a 281 percent growth over the past ten years from 14,446 enrolled in 1964 to 55,043 enrolled in 1974. In 1974, 48.8 percent of the public secondary students were enrolled in one or more vocational programs. The Council has recommended that continued growth is needed. All attempts of the Nebraska Unicameral, past and proposed, to help school districts with their fiscal problems have included spending limitations and thus restrict the opportunity to start new programs.

THE COUNCIL RECOMMENDS THAT THE STATE BOARD OF VOCATIONAL EDUCATION STUDY THE IMPACT UPON VOCATIONAL EDUCATION THAT WOULD RESULT FROM LEGISLATIVE ACTION TO CONTROL SPENDING BY LOCAL SCHOOL DISTRICTS.

LIMITING THE GROWTH AND DEVELOPMENT OF VOCATIONAL PROGRAMS PRESENTS A CONFUSING CONFLICT OF INTEREST AS AN INCREASED VOCATIONAL EDUCATION ENROLLMENT CAN CERTAINLY BE A MAJOR CONTRIBUTOR TO DEVELOPING THE STATE'S ECONOMIC AND INDUSTRIAL POTENTIAL, ONE OF THE NEBRASKA'S PRIMARY GOALS.

4. VOCATIONAL EDUCATION AND THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT OF 1973

The Nebraska Advisory Council for Vocational Education has made a careful analysis of the new Comprehensive Employment and Training Act of 1973 (CETA). The role for vocational education will now be radically changed from the previous Manpower Development Training Act of 1962 and the Economic Opportunity Act of 1964. The old system of area manpower needs and assessment will now be replaced by a statewide system of prime sponsors. Under the CETA guidelines there will be three prime sponsors designated for Nebraska. They will be the Mayor of Omaha and the Mayor of Lincoln, serving their respective jurisdictions, and the Governor of Nebraska for the balance of state.

It will be the responsibilty of each prime sponsor to determine those to be served and to provide the types of services needed for people to become self-sufficient.

The new legislation assures no presumptive role for any of the previous delivery systems including the role for vocational education. Under the law, the Secretary of Labor sets aside five percent of the Title I CETA funds and distributes these funds to the Governor of the state for vocational education services. Use of these five percent funds involves a mutual agreement between the prime sponsors and the State Board for Vocational Education.

In view of the changes under the new CETA Act, the Nebraska Advisory Council makes the following recommendations:

THE STATE BOARD FOR VOCATIONAL EDUCATION AND THE DIVISION OF VOCATIONAL EDUCATION SHOULD MOVE RAPIDLY TO ASSESS THE KINDS OF SYSTEMATIC VOCATIONAL INSTRUCTION REQUIRED TO MEET THE NEEDS AND SPECIFICATIONS OF THE COMPREHENSIVE

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EMPLOYMENT AND TRAINING ACT OF 1973. THERE SHOULD BE A MAXIMUM OF COMMUNICATION BETWEEN THE STATE BOARD FOR VOCATIONAL EDUCATION AND THE THREE PRIME SPONSORS IN NEBRASKA IN ORDER TO ARTICULATE TRAINING PROGRAMS TO EDUCATIONAL NEEDS OF PEOPLE IN CETA PROGRAMS. A COMPLETE LISTING OF COURSES, DESCRIPTIONS, AND LOCATIONS OF THE STATE'S SYSTEM OF VOCATIONAL PROGRAMS SHOULD BE MADE AVAILABLE TO THE PRIME SPONSORS FOR REFERENCE IN MEETING SPECIFIC NEEDS OF INDIVIDUALS TO BE SERVED.

5. RESPONSIBILITIES OF SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION

The growth of enrollments in vocational education during the past decade has been so impressive that it has caused the development of concern for duplication of effort between secondary and postsecondary programs. (Appendix A)

There are those who have developed a mistaken concept that since the growth and increased financial involvement in postsecondary vocational education have occurred, there is less need for secondary vocational programs. A complete understanding of the differences in objective of the two levels of vocational education would eliminate that impression.

Secondary vocational programs are more oriented to basic job readiness and job entry with the necessary occupational skills. It is at the secondary level where students start thinking seriously about their role in life and must have a broad, general orientation to the world of work to make wise occupational decisions. The educational system can be of immeasurable service to students in selecting a livelihood. The other basic educational skills of reading, communications, mathematics, etc., take on increased importance once a student begins to relate them to earning a living.

The student should have made some basic occupational decisions by the time he enters a postsecondary college for this is the time to pursue job preparation with depth and specialization. If a student changes courses at the postsecondary level, it results in losses of time and money which are usually quite significant. Some duplication of effort may occur at this point in order to help students who are having difficulty with their occupational decision making. Another exception might be for the student not having had the benefit of secondary vocational education.

Postsecondary colleges are very much aware that there is a wide variance of ability among the students that enroll for further education. In most cases there have been significant advances made in fitting the student into an instructional program at his attainment level. This is especially true for the individualized instruction approach. The Council wrote indirectly to this concern in its 1973 Report with its recommendation for the Career Health Ladder. (7)

In order to make the best possible utilization from the limited resources allocated to vocational education in Nebraska, the Council offers the following recommendations:

THERE SHOULD BE A CONTINUAL CONCERN ON THE PART OF BOTH THE SECONDARY AND POSTSECONDARY PROGRAMS TO AVOID OVERLAPPING OR DUPLICATION OF INSTRUCTION. THIS CAN BEST BE DONE IF ALL EDUCATIONAL AGENCIES INVOLVED ADHERE TO THEIR LEVEL OF RESPONSIBILITY AND MAINTAIN CLOSE ARTICULATION OF THE INSTRUCTORS INVOLVED.

a. POSTSECONDARY COLLEGES SHOULD MAKE ALLOWANCES FOR STUDENTS WHO HAVE HAD VOCATIONAL EDUCATION DURING THEIR SECONDARY PREPARATION.
b. POSTSECONDARY COLLEGES SHOULD MAKE ALLOWANCES FOR STUDENTS WHO HAVE NOT MADE DEFINITE OCCUPATIONAL DECISIONS.
c. INSTRUCTORS OF BOTH SECONDARY AND POSTSECONDARY VOCATIONAL PROGRAMS SHOULD HAVE A DEFINITE UNDERSTANDING OF THE INSTRUCTIONAL UNITS OFFERED AT BOTH LEVELS.
d. IF A REVISION OF INSTRUCTIONAL OFFERING IS NEEDED AT EITHER THE SECONDARY OR POSTSECONDARY LEVELS, THERE SHOULD BE A MEETING BETWEEN THE INSTRUCTORS INVOLVED TO ASSURE THAT THE PROPOSED REVISION DOES NOT BRING ABOUT AN OVERLAPPING OF INSTRUCTION ALREADY BEING OFFERED.

GOAL II: SERVING PEOPLE AND THEIR NEEDS

1. VOCATIONAL STUDENT ACTIVITIES

The Council has recognized a marked assurance and confidence gained by students through participation in vocational student activities. Also noticeable is increased enthusiasm toward educational goals. Depth and relevance are added to the instructional offering through participation in vocational student activities. Representatives from vocational student organizations can be excellent ambassadors for the educational community. Vocational youth activities provide a medium through which education can be conveyed to the public. Vocational student activities provide an avenue through which life related experiences can be supplemented to the total instructional offering. Learning activities which link the school and the community can be realistically structured through student activities which provide an additional dimension for the application of instruction. The opportunity for student interaction at the district and state level provides a relative comparison of educational quality which is not possible at the local level.

The Council reaffirms its previous recommendations on vocational student activities. (6) (7) The following additional recommendations are offered to amplify further the importance of providing vocational student activities for all students enrolled in vocational programs:

(1) THERE SHOULD BE A GOAL IN PART II, SECTION 4.1, OF THE NEBRASKA STATE PLAN THAT SHOWS THE PERCENTAGE OF STUDENTS ENROLLED IN STUDENT ACTIVITIES AS COMPARED WITH THE TOTAL POSSIBLE ENROLLMENT FOR EACH OCCUPATIONAL SECTION.

(2) THE TIME THAT A TEACHER DEVOTES TO SPONSORSHIP OF VOCATIONAL STUDENT ACTIVITIES SHOULD BE CREDITED AS REIMBURSABLE TIME AND COUNTED ON THE WEIGHTED REIMBURSEMENT SCALE.

(3) STATE LEADERSHIP AND COORDINATION FOR VOCATIONAL STUDENT ACTIVITIES SHOULD BE A STAFF RESPONSIBILITY OF THE DIVISION OF VOCATIONAL EDUCATION. THERE SHOULD BE CONSIDERATION FOR THE TIME AND DUTIES INVOLVED IN FULFILLING THIS FUNCTION.

(4) THE OPPORTUNITY OF PARTICIPATING IN VOCATIONAL STUDENT ACTIVITIES IS ALSO ENCOURAGED FOR VOCATIONAL STUDENTS AT THE POSTSECONDARY LEVEL. ADAPTATIONS SHOULD BE MADE TO ALLOW FOR DIFFERENCES IN INTEREST AND AGE LEVEL OF STUDENTS.

(5) A SPECIFIC GOAL OF VOCATIONAL STUDENT ACTIVITIES SHOULD BE TO CLOSE THE GAP BETWEEN EDUCATION AND THE BUSINESS OR INDUSTRIAL SEGMENT OF OCCUPATIONAL AREAS.

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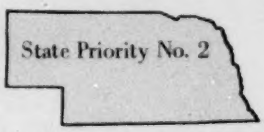
VALID CAREER DECISIONS CAN BETTER BE MADE THROUGH IMPROVED INSIGHT PROVIDED BY CLOSER INTERACTION BETWEEN EDUCATION AND THE WORK-A-DAY WORLD.

(6) NEBRASKA VOCATIONAL STUDENT GROUPS SHOULD DESIGN ACTIVITIES IN COMMEMORATION OF THE FORTHCOMING NATIONAL BICENTENNIAL WHICH WILL BE A COORDINATED NATIONAL ENDEAVOR. THE FOCUS SHOULD BE UPON THE EDUCATIONAL BENEFITS DERIVED FROM PARTICIPATING IN VOCATIONAL STUDENT ACTIVITIES.



2. LOCAL VOCATIONAL EDUCATION ADVISORY COMMITTEES

The Council has formulated recommendations relevant to or concerning local Vocational Education Advisory Committees in previous evaluation reports. (6) (7) The Council believes that involvement of the local citizenry in education is desirable and that vocational advisory committees are a good channel through which local involvement may take place. There have been indications that all areas of education are becoming much more conscious of the voice of the citizenry to the extent that educational planning will include more input from students, parents, and society. The Council encourages the State Board for Vocational Education to take the following action to create greater lay citizen involvement in local Vocational Education Advisory Committees:

(1) DEVELOP A PROCEDURAL HANDBOOK WHICH COULD BE USED BY LOCAL SCHOOLS AND TEACHER EDUCATION AGENCIES FOR MANAGING AND DIRECTING LOCAL VOCATIONAL ADVISORY COMMITTEES.

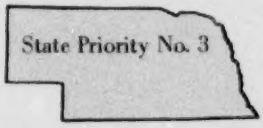
(2) INCLUDE THE PHILOSOPHY AND DESIRABLE PROCEDURES FOR LOCAL VOCATIONAL ADVISORY COMMITTEES AS A PART OF THE PRE-SERVICE VOCATIONAL TEACHER PREPARATION BY ALL VOCATIONAL TEACHER EDUCATION AGENCIES THROUGHOUT THE STATE.

(3) OFFER ASSISTANCE IN ESTABLISHING AND DIRECTING LOCAL ADVISORY COMMITTEE ACTIVITY THROUGH VISITS BY CONSULTANTS FROM THE DIVISION OF VOCATIONAL EDUCATION.

(4) SET UP A SERIES OF DRIVE-IN CONFERENCES TO ASSIST LOCAL SCHOOLS WITH ORGANIZING AND UTILIZING LOCAL VOCATIONAL ADVISORY COMMITTEES. THESE CONFERENCES SHOULD INVOLVE LOCAL ADVISORY COMMITTEE MEMBERS, SCHOOL BOARDS, AND SCHOOL ADMINISTRATORS, IN ADDITION TO THE LOCAL TEACHERS. REGULAR VOCATIONAL EDUCATION PART B FUNDS AND/OR EPDA FUNDS MAY BE USED FOR THESE MEETINGS. VOCATIONAL TEACHER EDUCATORS SHOULD ALSO BE DIRECTLY INVOLVED IN THESE CONFERENCES.

(5) CRITERIA SHOULD BE INCLUDED IN THE NON-UNIFORM REIMBURSEMENT FORMULA TO RECOGNIZE SCHOOLS THAT HAVE ACTIVE AND EFFECTIVE LOCAL VOCATIONAL ADVISORY COMMITTEES.

(6) THERE SHOULD BE A LINKAGE BETWEEN THE STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION AND LOCAL ADVISORY COMMITTEES. REPRESENTATIVES OF LOCAL VOCATIONAL ADVISORY COMMITTEES SHOULD BE SPECIFICALLY INVITED AND ENCOURAGED TO BE IN ATTENDANCE TO EXPRESS THEIR VIEWS AT OFFICIAL HEARINGS ON VOCATIONAL EDUCATION AND THE STATE PLAN. LOCAL VOCATIONAL ADVISORY COMMITTEES SHOULD INVITE MEMBERS OF THE STATE VOCATIONAL ADVISORY COUNCIL AND CONSULTANTS FROM THE VOCATIONAL DIVISION TO ATTEND LOCAL ADVISORY COMMITTEE MEETINGS.



3. PRIORITIES FOR THE DEVELOPMENT OF PROFESSIONAL PERSONNEL FOR VOCATIONAL EDUCATION

The strength of vocational education is directly dependent upon the teachers. Any subject can be made distasteful, highly interesting, or any degree in between. The difference is in the interpretation given by the teacher. The variation of teacher interpretation is found in all fields of education and in no way is unique to vocational education.

Being a part of the total educational system has some disadvantages. The fact that there has been a general oversupply of teachers has had an adverse effect upon recruiting badly needed vocational teachers. In certain occupational sections it is very difficult to develop teachers who possess the qualities required by teacher certification. It is not common to find persons with the desired occupational experience and the baccalaureate degree which is generally required as a prerequisite for teaching.

It also seems to be a waste of our valuable teaching resource that schools do not use their highly specialized vocational teachers full time in their major areas.

Table I shows the combination of full-time and part-time vocational teachers in Nebraska by occupational category. The growth and fluctuation in the number of teachers by year is quite vividly shown. There has been considerable variation between full-time and part-time instructors.

One of the reasons for the shortage of vocational teachers is that a substantial percentage of those certified to teach never enter the teaching field because of other opportunities for employment in related business and industry. It is somewhat ironic that persons with vocational teacher credentials are so much in demand by other employers that it is not possible to fulfill the teaching need.

THE COUNCIL RECOMMENDS THAT THE STATE BOARD FOR VOCATIONAL EDUCATION:

(1) GO ON RECORD AS SUPPORTING THE CONCEPT THAT SCHOOLS UTILIZE THEIR VOCATIONAL TEACHERS IN THE AREA OF THEIR SPECIALITY WHERE THEY CERTAINLY SHOULD BE MOST VALUABLE TO THE COMMUNITY AND THE INDIVIDUALS BEING SERVED.

(2) PROVIDE THE IMPETUS FOR A STATEWIDE VOCATIONAL TEACHER RECRUITMENT PROGRAM. THE FACT THAT PERSONS WITH VOCATIONAL TEACHER CREDENTIALS ARE IN HIGH DEMAND FOR POSITIONS IN BUSINESS AND INDUSTRY SHOULD GREATLY ENHANCE THE RECRUITING TASK.

(3) ENCOURAGE RECRUITMENT OF PROSPECTIVE TEACHERS FROM DISADVANTAGED GROUPS AS THEY HAVE BEEN FOUND TO BE ESPECIALLY EFFECTIVE IN WORKING WITH DISADVANTAGED STUDENTS. QUITE OFTEN THESE STUDENTS ARE OVERLOOKED BECAUSE THEY MAY NOT BE THE OUTSTANDING PERFORMERS IN THEIR CLASS. THE DISADVANTAGED ARE AN IMPORTANT SEGMENT OF OUR HUMAN RESOURCES THAT SHOULD BE TAPPED IN MEETING THE NEED FOR VOCATIONAL TEACHERS.

(4) PROVIDE THE LEADERSHIP FOR DRIVE-IN CONFERENCES TO WORK WITH REPRESENTATIVES FROM THE VARIOUS VOCATIONAL TEACHER PREPARATION INSTITUTIONS ON THE COUNSELING

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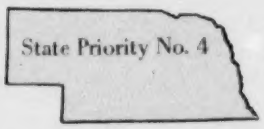
OF PROSPECTIVE TEACHERS WITH REGARD TO CAREER CHOICES, AS RELATED TO AREAS OF INSTRUCTION COVERED BY VOCATIONAL EDUCATION.

TABLE I
VOCATIONAL EDUCATION TEACHERS IN NEBRASKA

	1969		1970		1971		1972		1973	
	Fulltime	Parttime	Fulltime	Parttime	Fulltime	Parttime	Fulltime	Parttime	Fulltime	Parttime
AGRICULTURE OCCUPATIONS										
Secondary	41	78	75	52	110	21	90	49	100	45
Postsecondary	23	1	24	2	26	2	28	3	29	2
Adult	0	60	0	49	0	62	0	59	0	60
TOTAL	64	139	99	103	136	85	118	111	129	107
DISTRIBUTIVE OCCUPATIONS										
Secondary	6	22	13	18	22	14	22	22	38	8
Postsecondary	0	1	1	3	3	2	3	5	6	4
Adult	0	44	0	57	0	37	0	19	2	30
TOTAL	6	67	14	78	25	53	25	46	46	42
HEALTH OCCUPATIONS										
Secondary	0	0	2	0	3	0	3	0	3	2
Postsecondary	52	19	58	29	85	18	115	14	102	20
Adult	0	38	0	46	0	38	0	46	0	44
TOTAL	52	57	60	75	88	56	118	60	105	66
HOME ECONOMICS RELATED OCCUPATIONS (HERO)										
Secondary	0	0	2	5	2	3	3	3	3	12
Postsecondary	0	0	0	0	0	10	0	14	12	6
Adult	0	0	0	24	0	15	1	19	19	38
TOTAL	0	0	2	29	2	28	4	36	4	30
OFFICE OCCUPATIONS										
Secondary	12	126	11	142	9	153	32	145	40	151
Postsecondary	1	4	9	7	8	16	41	11	42	12
Adult	0	60	0	67	30	19	0	62	33	20
TOTAL	13	190	20	216	47	188	73	218	115	183
TRADE AND INDUSTRIAL OCCUPATIONS										
Secondary	8	117	7	131	11	167	26	149	26	150
Postsecondary	23	6	67	10	98	9	170	20	155	20
Adult	0	230	0	214	0	176	0	325	0	250
TOTAL	31	353	74	355	109	352	196	494	181	420
OTHER (D.O., Technical and Spec. Programs)										
Secondary	0	18	0	0	0	0	0	0	16	17
Postsecondary	55	6	63	9	60	0	20	0	20	10
Adult	0	0	0	0	0	0	0	50	0	20
TOTAL	55	24	63	9	60	0	20	50	36	47
GRAND TOTAL	221	830	332	865	467	762	554	1,015	631	903



4. SERVING THE DISADVANTAGED

The Council has previously emphasized need for improvement on the part of vocational education in serving the state's disadvantaged. (7) Baseline data for 1972 (1) place Nebraska 34th in the nation, having 10.93 percent of total enrollment classified as disadvantaged.

The 1968 Amendments require that 15 percent of vocational education funds be earmarked for the disadvantaged.

It is generally agreed that "hard-core" disadvantaged present a great potential for "drop-outs." They have educational needs that are separate and distinct. Their problems are unique and require solutions that will necessitate a total educational effort.

IT IS RECOMMENDED THAT THE STATE BOARD OF VOCATIONAL EDUCATION TAKE THE FOLLOWING ACTION IN PROVIDING VOCATIONAL EDUCATION PROGRAMS FOR DISADVANTAGED STUDENTS:

(1) PROVIDE MORE EXPERTISE AND ASSISTANCE TO LOCAL SCHOOLS IN DESIGNING SPECIAL VOCATIONAL EDUCATION PROGRAMS FOR DISADVANTAGED STUDENTS. THERE HAS BEEN LESS OVERMATCHING FOR SPECIAL VOCATIONAL NEEDS THAN ANY OTHER PART OF THE ACT.

(2) PRESS HARD FOR THE EXTENSION OF VOCATIONAL AND OTHER SPECIAL EDUCATION PROGRAMS SUITABLE FOR THE DISADVANTAGED. THERE ARE MANY NEBRASKA SECONDARY AND POSTSECONDARY SCHOOLS THAT SHOULD BE PROVIDING THIS IMPORTANT EDUCATIONAL OPPORTUNITY.

(3) REDOUBLE EFFORTS TO IDENTIFY, SEEK OUT, AND SERVE STUDENTS EXPERIENCING DIFFICULTY WITH THE REGULAR INSTRUCTIONAL OFFERING. THESE STUDENTS SHOULD BE PROVIDED THE OPPORTUNITY OF APPROPRIATE SPECIAL VOCATIONAL EDUCATION PROGRAMS WITHIN THE LIMITATIONS OF AVAILABLE FUNDS.

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5. PLACEMENT OF VOCATIONAL EDUCATION PROGRAM COMPLETIONS

Through its study entitled *Follow-Up of Vocational Education Completions (8)*, the Department of Education, Vocational Division, has provided a valuable overview of the extent to which secondary and postsecondary vocational programs lead to employment in Nebraska. We understand that completors of adult vocational programs were not included in the study because most of this group were seeking to improve skills which they used in jobs they already had.

This study takes into account the fact that not all who complete the programs are then available for employment. In fiscal year 1973, for example, 7,603 persons were available for employment of the 12,541 who completed secondary and postsecondary vocational education programs. It is worthy to note that of the 4,938 who were not available for employment upon completion of their courses, 3,285 (more than sixty percent) were not looking for jobs because they were continuing their education.

Starting with the completors of vocational programs in FY 1973, the following Table II, excerpted from the Vocational Division's Follow-Up Study, reveals the extent to which needs were met in terms of employment.

TABLE II

PLACEMENT OF PERSONS COMPLETING SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION PROGRAMS IN NEBRASKA IN FISCAL YEAR 1973

Program Levels	Number of Completors	Number Available For Employment	Available Completors Employed in Fulltime Field of Training or Related Fields		Available Completors Employed Fulltime in Other Fields	
			Number	Percent	Number	Percent
Secondary Vocational Programs	9,178	5,113	3,412	66.7	1,425	27.9
Postsecondary Vocational Programs	3,363	2,490	2,289	91.9	179	7.3
Total, Combined Secondary and Postsecondary Programs	12,541	7,603	5,701	75.0	1,604	21.1

Source: 1973 Data, Follow-Up of Vocational Education Completions — Nebraska Department of Education, Division of Vocational Education

It is noteworthy that 96 percent of the FY 1973 completors that were seeking employment became employed and that 75 percent of them found jobs in the fields of their training or in related fields.

As this study is being made, national figures comparable with those in the above Table II were not available for FY 1973. However, Baseline Data for FY 1972 did provide the accomplishments from other states. For that year, Nebraska's accomplishment is compared with that of the United States in Table III:

TABLE III

PROGRAMS	Percentage Employed of Those Available For Employment	
	In Nebraska	In the United States
Secondary Vocational Programs	87.4	88.4
Postsecondary Vocational Programs	95.3	93.5
Adult Vocational Programs	82.8	92.6
All Vocational Programs	89.6	90.6

COMMENDATION

This study shows the degree to which fulltime employment is secured by persons who have completed vocational education programs and have then made themselves available for employment. The Nebraska Advisory Council for Vocational Education is favorably impressed with the employability record of vocational education completions. Nebraska's accomplishments also compare quite favorably with the national average. This study should provide a valuable continuing measure of the effectiveness of the vocational programs in terms of serving people and their needs.

Recommendations

1. THE VOCATIONAL DIVISION IS ENCOURAGED TO CONTINUE AND REFINE ITS FOLLOW-UP OF VOCATIONAL PROGRAM COMPLETIONS TO ASCERTAIN THE DEGREE TO WHICH COMPLETORS SECURE EMPLOYMENT.

2. FOR THE SAKE OF VALID COMPARISON OVER TIME, SOME DEVICE SHOULD BE ADOPTED TO REFLECT THE YEAR-TO-YEAR CHANGES IN THE CONDITION OF THE LABOR MARKET IN WHICH COMPLETORS SEEK TO FIND SUITABLE JOBS. The Nebraska Department of Labor could supply information as to whether the period in question was one of high employment, balanced labor supply and demand, moderate unemployment, or high unemployment in Nebraska. This would indicate broadly the degree to which the labor market was favorable or unfavorable to the search for jobs in a given period.

3. CONSIDERATION SHOULD BE GIVEN TO THE USE OF THE WORD "PLACEMENT" AS IF IT WERE SYNONYMOUS WITH THE WORD "EMPLOYMENT" IN THE FOLLOW-UP STUDY. SECONDARY AND POSTSECONDARY SCHOOLS ARE BEING ENCOURAGED TO DEVELOP PROGRAMS FOR

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ASSISTING COMPLETORS TO BECOME EMPLOYED. AS THESE PLACEMENT PROGRAMS BECOME A REALITY, A TERM WILL BE NEEDED TO DIFFERENTIATE BETWEEN JOBS SECURED THROUGH THE SCHOOL'S PLACEMENT EFFORTS AND JOBS SECURED WITHOUT SUCH ASSISTANCE. THIS DISTINCTION WILL BE NECESSARY TO FACILITATE ANALYSIS OF THE EFFECTIVENESS OF THE SCHOOL'S "PLACEMENT" OR JOB-EXCHANGE PROGRAMS AND PROCEDURES.

GOAL III:
EXTENT TO WHICH COUNCIL RECOMMENDATIONS HAVE RECEIVED DUE CONSIDERATION

1. ARTICULATION AND COMMUNICATION

The Council considered the issues evaluated in the 1973 report crucial to deriving maximum impact from vocational education in the state. The issue of improved communication within the administrative structure for vocational education in the state was measurably strengthened.

The Council held three special meetings, designed to encourage more direct input into the State Plan for Vocational Education. These meetings were scheduled well in advance of the time for revising the State Plan and achieved interaction from groups that were under the jurisdiction of the State Plan. Major considerations were the reimbursement formula, reimbursement for vocational adult programs, reporting of vocational enrollees, industrial arts, and priorities for development of educational professions in vocational education. The resulting accomplishment was a State Plan for Vocational Education that was better understood and more responsive to the various agencies governed by the Plan. Another accomplishment was encouragement of the concept that the State Plan should be under continuous analysis rather than being considered once a year prior to the resubmission date.

Further strengthening was achieved on the concept of a unified delivery system for vocational education for the State of Nebraska, encompassing all agencies concerned with education for employability of people in the state. Further development of this issue is still needed, and continuation of all activities encouraging articulation of the various aspects of vocational education should be continued. With the functional input given the State Plan involving all segments of vocational education during the past year, the Council is satisfied that the Nebraska State Plan for Vocational Education is a viable, functioning document.

A significant stride toward achieving articulation in vocational education was made with announcement from the U.S. Office of Education that a proposal for a statewide vocational education information system had been approved to become operational July 1, 1974.

2. STATE COMMITMENT TO VOCATIONAL EDUCATION

State financial commitment to vocational education during FY 1972-73 increased from $3,856,631 to $4,092,973. When compared with all funds in support of vocational education, the State's total share of vocational education expenditures actually decreased from 27 to 25 percent. (Appendix B) The net result actually constitutes a backward step even though more actual state dollars were appropriated. A complete financial and graphic breakdown of all three funding sources for vocational education is carried in Appendix B of both the 1973 and 1974 Council evaluation reports.

The main purpose of the Council's recommendation for increased state participation was to bring relief for the disproportionately heavy share of the funding load carried at the local level in Nebraska. In spite of an increase in dollars for vocational education from both the state and federal levels, there was still an increase in the local share from 46 to 51 percent. Local support increased from $6,481,111 in FY 71-72 to $8,513,253 in FY 72-73.

Of particular concern to the Council was the amount of state dollars allocated to the secondary level of vocational education, an area in which Nebraska ranks among the lowest in the nation. During the analysis period there was a net loss in state dollars from $214,670 to $203,240. The percentage loss was about 0.4 of one percentage point and, when rounded to the nearest whole number, remained unchanged.

In summary, the net accomplishment on this important priority for vocational education amounted to an undesirable backward step. In reality, instead of reducing the burden that the local community carried for vocational education, there was actually an increase of five percentage points. The Council's position during the interim period remains unchanged since the recommendation in the 1973 report brought about very little progress. The original analysis was accurately drawn. The Council's recommendation last year was well envisioned and correct. Local districts need assistance in bearing this important educational and financial burden. The Council believes that the possibility of equality of educational opportunity decreases as local financial responsibilities increase.

THE NEED FOR INCREASING THE AMOUNT OF STATE SUPPORT FOR VOCATIONAL EDUCATION IS CONSIDERABLY GREATER THAN LAST YEAR WHEN THE COUNCIL'S INITIAL RECOMMENDATION WAS MADE. THE LOCAL FINANCIAL BURDEN CANNOT STAND A FIVE PERCENT INCREASE EACH YEAR. IT IS MOST IMPERATIVE THAT THE STATE BOARD FOR VOCATIONAL EDUCATION EXERT A STRONGER ROLE IN BRINGING INCREASED STATE FINANCIAL SUPPORT TO THE LOCAL COMMUNITIES. FUNDS ALLOCATED THROUGH STATE AID TO SCHOOLS SHOULD BE SO DESIGNATED THAT THE STATE SHARE APPROXIMATES ONE THIRD OF THE TOTAL; THE LOCAL, ONE THIRD; AND THE FEDERAL GOVERNMENT, THE REMAINING ONE THIRD.

3. CAREER EDUCATION IN NEBRASKA

Progress in the development of career education has continued at a steady pace. The career education concept is gaining in acceptance throughout the state at all levels of education.

Significant accomplishments during the past year include the following:

a. The first full-time consultant for career education was employed by the State Board to work with schools.
b. A statewide workshop for teacher educators from the major teacher education institutions was conducted at the Nebraska Continuing Education Center on East Campus on October 4-6, 1973. There were over 60 workshop participants from six Nebraska institutions in attendance.
c. A series of six career education workshops was sponsored by the Division of Vocational Education and was conducted by the postsecondary institutions in the state for secondary school teachers in their areas.
d. Special career education projects in the state, sponsored by the Commissioner's share of Part D Exemplary Funds, have been making good progress under the monitoring of the state and regional

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offices. Nebraska's projects have made good utilization of this opportunity and have been efficiently administered.

4. CAREER HEALTH LADDER

The Nebraska Council in its 1973 Report (7) was the first agency in the state to recommend the Career Health Ladder. Since that time there has been considerable discussion of the concept by the other agencies that are directly involved. During the spring of 1974 the Nebraska Board of Nursing went on record as supporting testing and screening of applicants who desired to seek a higher status in Health Occupations.

There has been an increased emphasis for public general education to assume the responsibility for providing nurses' education as it does for the preparation of other professionals. The gradual phasing out of the three-year diploma school nursing program has added impetus to the Career Health Ladder concept in nurses' education. The option for two-year associate degree RN's to progress to the baccalaureate and master's degree should be further communicated. The opportunity for LPN's to advance professionally by taking one more year of training for their associate degree RN has great appeal and hopefully can be incorporated into the Career Health Ladder.

The Council views the advancements toward the Career Health Ladder as a significant stride toward maximum utilization of our human resource potential in the Health Occupations field. The development of opportunities which recognize and build upon previous training, experience, and competencies is certainly in keeping with further development of the concept.

5. GROWTH AND QUALITY OF VOCATIONAL EDUCATION IN NEBRASKA

The growth of vocational education in Nebraska continued as anticipated in most categories with a few exceptions. The obstacles of limited finances and shortage of teachers are at least being managed to the extent that increased total enrollments are being achieved.

During the past year there were 96,963 people in Nebraska that received some educational benefits through a vocational program. More than one half of this total (55,043) were enrolled in secondary vocational programs which showed an increase during the year from 48,458, a total gain of 6,585 or 13 percent. Postsecondary enrollments were up 1,205 persons for a 16 percent gain. Vocational adult enrollments experienced a robust 5,095 increase which amounted to a 19 percent growth.

Increases were recorded in five of the six occupational sections with Home Economics, Office Occupations, Trade and Industrial Occupations, and Health Occupations experiencing the largest gains. Also very significant were the gains recorded in serving the disadvantaged, a priority category. The enrollment moved from 4,567 to 6,126 for a net gain of 1,559 enrollees and a 34 percent increase. The total special needs category moved from 11,522 to 14,610 for a 27 percent gain.

After careful analysis of the total enrollment picture for FY 73-74, the Council again asks the question of how long the State can expect to realize enrollment growth from the resources allocated.

A commendation is certainly due the local communities that have recognized an increased need for employability education and are taking steps to meet this need. The dedicated leadership from the Division of Vocational Education has also played an influencial role in bringing the opportunity for vocational education to more people in the state.

The limitation of professional staff for the Division of Vocational Education is still a deterrent to both growth and quality in vocational Education programs. Each year the progress toward this goal consists of adding one or two professional staff members; this, in reality, is far from keeping pace with the growth in programs and enrollments. The addition of a Health Occupations consultant last year had a decided effect upon the enrollments and scope in this important occupational segment. The Council is not satisfied that its previous recommendations (6) (7) on staffing and leadership needs for vocational education at the state level have received due consideration. To date staffing increases have only been on a token basis and fall far short of even keeping up with the substantial enrollment growth. The Council believes that its previous recommendations for increased state staffing were accurately assessed. The passage of time has validated the Council's wisdom in making its recommendation. The Vocational Education Amendments of 1972 (10) mandate "infusion of occupational education into the elementary and secondary schools on an equal footing with traditional academic education, to the end that every child who leaves secondary school is prepared either to enter productive employment or to undertake additional education..." The Council will continue to call attention to this unmet priority until resources are allocated toward alleviating the problem.

Measuring quality in vocational education is extremely difficult. Factors which are indications of quality indicate that advancement has continued in student employability (Table II, Goal II). Vocational student programs have shown continued growth with the exception of VICA. Vocational student competitive activities at the state and national levels reached new highs in achievement.

Fiscal year 1973-74 has been an outstanding year in terms of inservice professional improvement workshops and seminars for vocational education teachers. The Council has been particularly interested in Education Professions Development Act (EPDA) activities conducted within the state as a measure of assuring teaching quality. A committee from the Council served in an advisory capacity in establishing priorities for EPDA activities. The following is a list of EPDA activities which were planned, approved, and conducted during the past year:

a. An Inservice EPDA Institute in Vocational Machine Trades and Auto Mechanics for Nebraska Secondary Trade and Industrial Instructors
b. A Preservice and Inservice Institute for the Development of Vocational Carpentry Teachers
c. An Inservice Education Workshop for Selected Teacher-Coordinators of Secondary School Diversified Occupations Programs in Nebraska
d. Inservice Curriculum Development Activities Designed for Selected Secondary and Postsecondary Teachers, Teacher Educators, and State Department of Education Staff
e. An Inservice Workshop for Implementing Career Education for Selected Teacher Educators and Department of Education Staff in Nebraska
f. An Inservice Professional Development Institute in Career Development Guidance and Counseling
g. An Inservice Professional Development Workshop on Methods in Technical Community College Teaching
h. A Regional Conference on Competency Based Vocational Teacher Education for states of Iowa, Kansas, Missouri, and Nebraska

Another important accomplishment was the initial breakthrough in achieving approval of a Nebraska institution of higher education for EPDA activities. The University of Nebraska at Lincoln was officially designated as one of 28 institutions in the nation to participate in the EPDA 552 leadership development. Initial programs will start in the fall of 1974 on a 12-month basis, designed to stimulate top level leadership training and development at the master's and doctoral level.

A significant accomplishment was recorded in the professional upgrading of staff for the Special Needs Area. A total of 420 teachers attended these sessions during the past year with 88 meeting full certification in this area of teaching. The main activity was centered at Kearney State College with important contributions from Wayne and Chadron State Colleges.

Inservice workshops were also conducted by most occupational sections through drive-in meetings and during their annual conferences.

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6. A LEGISLATIVE VOICE FOR VOCATIONAL EDUCATION

At the time the Council's 1973 evaluation report was presented to the State Board for Vocational Education, the recommendation for a stronger legislative voice was accepted with commendation. Several times during the year the State Board referred to their new role in taking a more positive stand in the shaping of educational legislation. A legislative representative was designated within the Department of Education to monitor closely all educational legislation. In essence, the State Board now has a legislative program which assures a closer linkage between the Legislature and the agency that has the responsibility for administering educational programs.

7. LOCAL VOCATIONAL ADVISORY COMMITTEES

Recommendations by the Nebraska Council for increased local advisory committee activity and responsibility has met with considerable positive response from a number of sources. A special study committee from the National Advisory Council used excerpts from the Nebraska Council's 1972 and 1973 reports as documentation for a special report on local advisory committees for a nationwide study which is in progress.

Local advisory committees are being given a prominent role in implementing career education as one of the widely accepted procedures for assuring input from local business, industry, and society in general.

The Nebraska Council has set up a mailing list for distribution of its evaluation reports which includes all active local advisory committees. This mailing list will also be used to assure representation of local advisory committees at the public hearing on vocational education, conducted by the Council.

8. TRANSFER OF VOCATIONAL EDUCATION PROGRAMS

There were four recommendations in the 1973 Council Report (7) involving a transfer of vocational education programs which appeared in the legislative budget bill for fiscal 1973-74. The Council made an indepth analysis of these changes which had been made without benefit of previous communication or supportive rationale. The following programs were involved:

a. Manpower Development and Training (MDTA)
   The legislative proposal transferred this program from the Division of Vocational Education to the Department of Labor. The Council opposed the transfer of this program on the grounds that it involved systematic instruction and logically belonged with an educational agency. The State Board also vigorously objected to the proposed transfer. After considerable discussion with the various agencies involved, a decision was made to keep the administration of the MDTA program in the Division of Vocational Education.

b. Civil Defense Training
   A transfer of this program was made to the military which had little capacity for systematic instruction. The net result was that Civil Defense Training remained with the Division of Vocational Education until the program was phased out in November of 1973.

c. Volunteer Fire and Safety Training
   The same budget recommendation also transferred this program to the State Fire Marshall's office, a regulatory agency with no capacity for systematic instruction. Even though this transfer was poorly advised and strongly opposed by the Council and the State Board, there was no correcting of the action. In turn, plans were developed during the year to make another transfer to the State Technical Community College Board, which took place on July 1, 1974.

d. Emergency Medical Technician Training
   Since Emergency Medical Technician Training was conducted as a companion program with the Fire Training, it was decided to leave the two programs together. This program was again transferred on July 1, 1974, to the State Technical Community College Board in order to fulfill this educational function more logically.

9. VOCATIONAL STUDENT ACTIVITIES

There have been growth and progress in Nebraska vocational student organizations in 1974 as shown in Table IV. Overall enrollment moved from 13,398 to 14,557, a gain of 1,159 members. The bulk of the enrollment growth in student membership was recorded in Vocational Agriculture (FFA), up 519; and Business and Office (FBLA), up 428. The largest growth in local chapters was in the Business and Office area where an increase of twelve was recorded.

In actuality there was a slight decrease in the overall percentage of the potential vocational enrollments from 1973 to 1974. Even though there were more students in vocational activities in 1974, there was at the same time a larger increase in total vocational enrollment. The difference was so slight that the total percentage remained at 29 percent.

The Council is convinced that growth in vocational student activities is well advised and should be further emphasized. The opportunities afforded through the interaction of students and competitive activities provide an important strategy for emphasizing educational quality. Another significant educational benefit is the additional opportunity for application of instruction which is a valuable supplement to the educational process and adds relevance and realism for students.

The Council is optimistic that growth in vocational student activities will be greater in the future. There has been a significant increase in the number of vocational teacher education agencies that are providing the teaching competency during the preservice preparational programs for vocational teachers.

TABLE IV
ENROLLMENT STATUS - NEBRASKA VOCATIONAL STUDENT ACTIVITIES

	Potential Enrollments	Membership in Vocational Organizations			Number of Chapters	
		1973	1974	Percent of Potential Enrollment (1974)	1973	1974
FHA	22,774	4,865	5,014	22%	145	153
FFA	8,283	5,716	6,227	75%	131	134
FBLA	8,832	1,044	1,571	18%	42	54
DECA	3,913	1,652	1,653	42%	36	37
VICA	6,417	121	94	1.5%	4	4
TOTAL	50,219	13,398	14,559	29%	358	382

LEGEND:
FHA - Future Homemakers of America
FFA - Future Farmers of America
FBLA - Future Business Leaders of America
DECA - Distributive Education Clubs of America
VICA - Vocational Industrial Clubs of America

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Nebraska Advisory Council for Vocational Education welcomes your reactions to this evaluative analysis.

Please direct your responses to:

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APPENDIX A

ACTUAL ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS

	1964	1969	1970	1971	1972	1973	1974
AGRICULTURE	6,757	7,330	8,013	7,537	8,223	10,081	10,464
Secondary	4,919	5,335	5,712	6,050	6,845	8,680	8,283
Postsecondary	--	180	318	331	357	592	1,106
Adult	1,838	1,763	1,983	1,156	1,021	809	1,075
Special Needs	--	52*	2,439*	930*	1,873*	2,170*	2,182*
DISTRIBUTIVE	2,130	2,677	2,578	4,391	4,833	5,589	5,478
Secondary	804	1,558	1,990	2,659	3,138	3,621	3,913
Postsecondary	--	37	136	195	361	368	342
Adult	1,326	1,082	452	1,537	1,334	1,600	1,223
Special Needs	--	--	179*	319*	620*	308*	506*
DIV. OCCUPATIONS	--	256	--	224*	227	221	554
Secondary	--	--	--	224	227	221	554
Special Needs	--	256*	--	118*	27*	72*	170*
HEALTH OCCUPATIONS	395	1,734	2,425	2,475	4,842	6,197	7,714
Secondary	--	75	121	153	132	188	224
Postsecondary	298	794	949	1,294	1,508	1,730	1,773
Adult	97	865	1,355	1,028	3,202	4,279	5,717
Special Needs	--	--	--	92*	328*	417*	471*
HOME ECONOMICS	16,662	19,186	24,010	26,563	26,336	27,225	30,387
Secondary	8,564	13,499	17,848	19,416	20,163	20,881	22,774
Adult	8,098	5,687	6,162	7,147	6,173	6,344	7,613
Special Needs	--	--	3,566*	1,558*	3,362*	3,319*	3,476*
HERO (Home Ec. Related Occup.)	--	--	589	369	418	1,543	816
Secondary	--	--	262	185	164	1,187	246
Postsecondary	--	--	--	27	80	80	84
Adult	--	--	327	157	174	276	486
Special Needs	--	--	299*	187*	157*	1,171*	466*
OFFICE OCCUPATIONS	--	6,913	7,140	7,399	8,678	11,109	14,105
Secondary	--	5,081	5,283	5,071	5,309	6,808	8,832
Postsecondary	--	387	406	1,039	1,629	1,850	2,375
Adult	--	1,392	1,451	1,289	1,740	2,451	2,806
Special Needs	--	53*	256*	620*	946*	829*	1,567*
TECHNICAL	606	1,256	1,174	612	990	623	1,224
Secondary	116	12	--	--	--	--	--
Postsecondary	476	1,013	1,174	584	259	389	789
Adult	14	231	--	28	731	234	435
Special Needs	--	--	--	11*	49*	146*	148*
TRADES & INDUSTRIAL	5,146	10,997	14,654	14,944	18,355	20,292	22,421
Secondary	43	2,453	3,292	3,774	4,180	5,774	6,417
Postsecondary	--	376	1,000	1,892	2,986	3,180	3,025
Adult	5,103	7,707	10,362	9,278	11,189	11,338	12,979
Special Needs	--	461*	487*	1,237*	1,850*	1,742*	1,655*
COOPERATIVE (Part G)	--	--	155*	627*	1,064*	1,142*	940*
Secondary	--	--	150*	611*	982*	1,021*	718*
Postsecondary	--	--	5*	16*	82*	121*	222*
Special Needs	--	--	--	156*	229*	250*	169*
SPECIAL NEEDS	--	--	1,435*	4,111*	5,482*	6,030*	7,490*
Disadvantaged	--	--	1,140*	2,694*	3,989*	4,567*	6,126*
Handicapped	--	--	295*	1,417*	1,493*	1,463*	1,364*
Special Programs				804	955	1,098	3,800
Percentage of Secondary	15%	26%	31.8%	35.7%	36.8%	43.2%	48.8%
Totals	31,696	50,349	60,583	65,094	73,857	83,978	96,963
TOTAL SECONDARY (enroll. 9–12)	98,156	109,091	108,673	109,062	111,203	112,124	112,873
SECONDARY Voc. enroll.	14,446	28,013	34,508	38,112	41,113	48,458	55,043
POSTSECONDARY	774	2,787	3,983	5,362	7,180	8,189	9,494
ADULT	16,476	18,727	22,092	21,620	25,564	27,331	32,426
SPECIAL NEEDS	--	822	7,246	6,032	10,396	11,522	14,610

* Included in secondary and postsecondary enrollments

Data Source - Division of Vocational Education, State Department of Education

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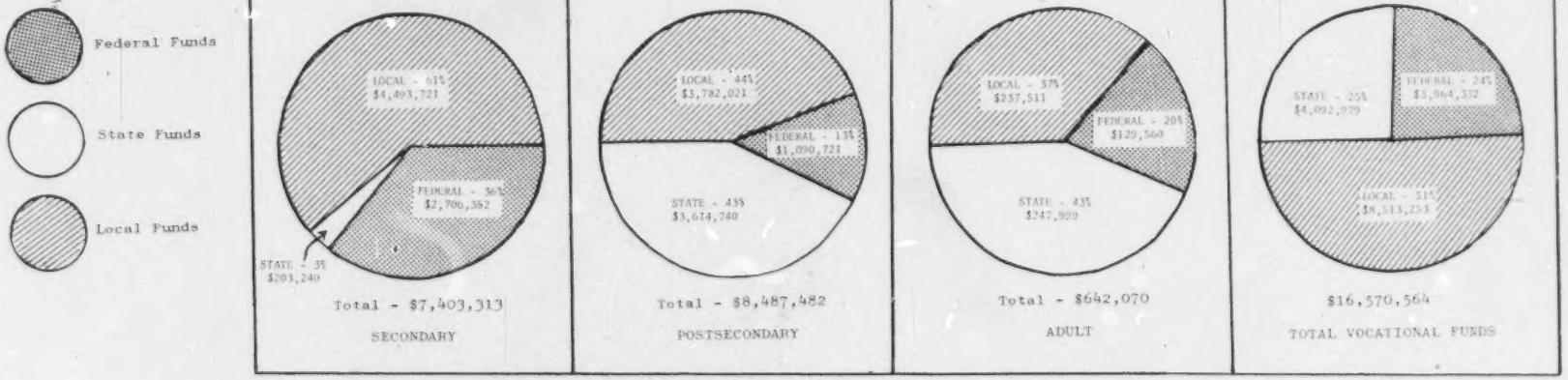
APPENDIX B
TOTAL EXPENDITURES FOR VOCATIONAL EDUCATION IN NEBRASKA
FISCAL YEAR 1973

		SECONDARY		POSTSECONDARY		ADULT		TOTAL	
FEDERAL	Part A--Disadvantaged		226,625		750				227,375
	Part B--Total		1,962,931		990,106		79,597		3,032,634
	Disadvantaged	597,119		84,394		1,251		682,764	
	Handicapped	259,073		22,872		694		282,638	
	Guidance & Counseling	2,652						2,652	
	Ancillary	132,028		193,035		12,793		337,856	
	Part C--Research		29,079		25,591		9,305		63,975
	Part D--Exemplary		132,970		2,641		2,000		137,611
	Part F--Homemaking		118,580		15,000		38,658		172,238
	Part G--Cooperative		206,745		45,693				252,438
	Part H--Workstudy		29,422		10,940				40,362
	Advisory Council								37,699
	TOTAL	36%	2,709,352	13%	1,090,721	20%	129,560	24%	3,964,532
STATE	Part B--Total		174,841		72,505		33,933		281,279
	Guidance & Counseling	2,652						2,652	
	Ancillary	96,979		35,305		14,962		147,246	
	Adult					18,971		18,971	
	Postsecondary			37,200				37,200	
	Secondary	75,210						75,210	
	Part C--Research		464		418		46		928
	Part F--Homemaking		27,205				22,818		50,023
	Part H--Workstudy		730		243				973
	Milford - Sidney				1,532,135				1,532,135
	LB 216--Area Colleges				1,398,902		218,202		1,617,104
	LB 538--LPN				610,537				610,537
	TOTAL	3%	203,240	43%	3,614,740	43%	274,999	25%	4,092,979
LOCAL	Part B--Total		3,135,735		3,688,520		206,888		7,031,143
	Disadvantaged	367,886		42,165				410,061	
	Handicapped	108,328		9,992				118,320	
	Adult					203,628		203,628	
	Ancillary	126,793		450,168		3,260		580,221	
	Part C--Research		4,747		5,541		1,852		10,140
	Part F--Homemaking		1,177,992		59,453		28,771		1,266,216
	Part G--Cooperative		168,607		28,010				196,617
	Part H--Workstudy		6,640		2,497				9,137
	TOTAL	61%	4,493,721	44%	3,782,021	37%	237,511	51%	8,513,253



Total - $7,403,313
SECONDARY

Total - $8,487,482
POSTSECONDARY

Total - $642,070
ADULT

$16,570,564
TOTAL VOCATIONAL FUNDS